

VOLUME ^VVI

The

NUMBER 8

A.T.A. Magazine

OFFICIAL ORGAN OF THE ALBERTA TEACHERS' ALLIANCE, INC.

MAGISTRI NEQUE SERVI

JANUARY, 1925

A Quinquennium of Progress

The teachers of Canada have reason to be proud of their achievements during the past five years. Over sixteen thousand are now united in bonds of fraternity to promote the cause of education, to foster a professional etiquette and code of honor among the members of the profession, to secure conditions essential to the best professional service and to obtain for the teachers a larger voice in educational affairs. Formerly, there was no organization with authority to safeguard their interests and voice their views. Now, the officers of the Federation and constituent organizations, elected by the teachers to represent them, are devoting their time and energy to improve conditions locally and raise the status of the profession throughout all Canada. Their faithfulness is being rewarded by undisputable progress.

—Lt.-Col. W. C. Michell, President of the Canadian Teachers' Federation.

For the New Year and After

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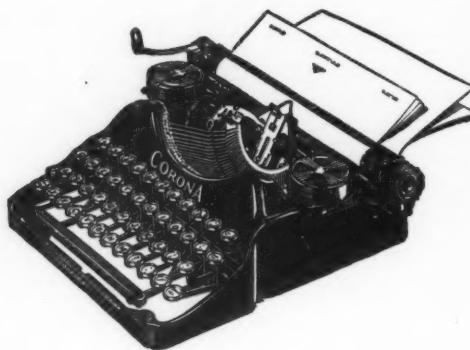
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Published on the First of Each Month.



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Vol. V. Edmonton, January, 1925. No. 8

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Official Announcements

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(1) Under \$1500		\$ 5.00	\$ 1.00	\$6.00
(2) \$1500 but less than \$2000		7.00	1.00	8.00
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Local News

SMOKY LAKE

The sixth of December was a cold day, but not sufficiently so to keep twelve teachers of Smoky Lake and surrounding districts from attending the regular monthly meeting of the A.T.A. Local.

The meeting was brought to order by the chairman, and after the passing of the minutes, business was proceeded with.

The matter of a cinema came up for discussion again, but nothing was done beyond instructing the secretary to write away for particulars of a used machine.

A communication from our central office on pensions was next dealt with. It was agreed that the A.T.A. pension scheme was a good one, and, though no vote was taken, the general opinion seemed to be that we should give our General Secretary-Treasurer our support in his efforts to have it adopted by the Government.

The questionnaire on examinations was then taken up. The meeting agreed that children who didn't write the June examinations because of poor health, and who had a doctor's certificate to that effect, should be allowed to write on supplementary examinations in September. It was also felt that children who fail on less than three subjects should be given a chance to take the supplementary tests, too. In regard to examinations, it was decided that the present system of the child writing in his own school, under his own teacher, was right in principle but was not entirely satisfactory as practiced. The old system of the children gathering at a central point was recommended, and the system of changing teachers came in for some praise.

The Separate School teachers' strike drew its share of comment, and it was resolved, on the motion of Mr. Nixon, that we be prepared to give them our financial as well as moral support.

On a motion by Mr. Miskew, it was decided that we discontinue our experiment in letter-writing for the time being. For those who went into this exchange of work with zest, there was considerable benefit derived. The idea brought forth all that was expected of it: it enlivened the interest of children in the affairs of surrounding districts; it was an incentive to better composition; it was a help for the teachers in arriving at a standard to expect from the different grades. Many of us are of the opinion that we should try out the scheme for a month again next spring.

Mr. Penchuk's resignation as secretary-treasurer of the Local was then read and reluctantly adopted. Mr. Penchuk is trying to qualify himself for a better position, and doesn't expect to be in the community after Christmas. Miss Nemirsky took over the books until we have our regular election of officers.

The January meeting of the Local was deemed unnecessary, so we are to assemble again on the first Saturday in February.

The treat of the day came with an address by Mr. Berry on the route from England to Calcutta, via Suez. Mr. Berry is just recently arrived in this country, fresh from a business which necessitated his traveling over the England-to-India passage several times.

For an agreeable length of time we were placed in the position of a student while we listened to the

speaker outline the trip. We bid farewell to Liverpool; we were blown about by the winds on the Bay of Biscay; we admired the heights of Gibraltar; the Mediterranean delighted us; we watched the coaling of the ship, and inspected the military and naval garrisons at Malta; we marvelled at the resources of man as we passed through the Suez Canal; we sweltered in the heat of the Red Sea, and gave our full measure of sympathy to the stokers who kept the ship moving while we used all our efforts in the vain attempt to keep cool; at Aden we decided with the speaker that Canadian prisons were preferable to the dreary deserts of sand and rock surrounding that British base of supplies; as we passed or called at Bombay (French), Pondicherry and Madras, we tried to recall our faint knowledge of Indian history; at Calcutta we went with the speaker to learn of the quaint customs of the natives and to view the wonders of the city.

Our Store of knowledge has been permanently enriched by Mr. Berry's very instructive talk, and we all feel greatly indebted to him for the service he has rendered us.

BOW VALLEY LOCAL

The October meeting of the newly-organized local was held at Strathmore School on the evening of the 24th. A constitution was adopted. The date of the regular monthly meeting was fixed for the third Friday in each month, the place of meeting to be Carseland and Strathmore alternately.

The November meeting was held at Carseland on the 21st of the month. There was a good attendance. Before the business of the evening was begun, refreshments were served by the Carseland staff. After the routine business had been attended to, the new public school course in citizenship was discussed. It is the purpose of the local to discuss at each meeting some educational topic. This local serves a large district, and it is hoped that it may prove a means of increasing the efficiency of the various schools.

MAYERTHORPE LOCAL

An organization meeting was held in Mayerthorpe during November. Six teachers were present. After an election of officers, the members decided to close with the offer of the Department of Extension to exhibit a program of moving pictures at their schools. A discussion revealed that local caretaking conditions varied all the way from excellent to bad. The course in citizenship was next considered. After adjournment the members were entertained through the kindness of a local hostess.

The next meeting was devoted to discussions centering around High School General Science and the public school course in Grammar. The members were unanimously in favor of the course as it stands. After adjournment the members sat down to a dainty dinner, the arrangements having been made for it by the president, Miss E. McLeod.

The next meeting will be held at Rochfort Bridge, January 24, in the afternoon. All teachers in the neighborhood are invited to be present.

LETHBRIDGE PUBLIC

The last regular meeting of the Public School Local was held in Galbraith School on Tuesday, December 2nd, at 4.30 p.m. It had previously been decided that the teachers of each school in turn should be "At

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Home" to their fellow members of the city. Under this scheme, we therefore assembled at the above-mentioned school in strong force. Pleasant greetings were received upon arrival, and dainty refreshments enjoyed, while the business was transacted expeditiously. Upon adjournment our hostesses were heartily thanked for an exceedingly pleasant meeting, which gave promise of great success for the new scheme. The next meeting of this type will be held in the Fleetwood School, on the first Wednesday in February, on the invitation of its teachers as voiced by Principal Brando.

#### CALGARY PUBLIC

During the month of December the teachers of Calgary and their friends held their first informal dance in the Ballroom of the Palliser Hotel. It proved a splendid success from every point of view. Nearly 250 guests were present, including Dr. and Mrs. Scott, Mr. and Mrs. F. S. Selwood, Mr. and Mrs. Kinehan, and Mr. Bayne. The guests were received by the officials of the Public School Alliance and Miss Errol, Chairman of the Social Committee. Supper was served at 11 o'clock, and dancing continued until 12 o'clock.

The meeting for the election of officers for the year 1925, of the members of the Teachers' Alliance (Public School Branch) took place on Wednesday evening at the McDougall School, but owing to the inclement weather the attendance suffered. The counting of the ballots resulted in the following being declared elected: M. W. Brock, Mount Royal School, President; Miss McColl, Sunnyside Cottage School, Vice-President; F. Parker, Secretary-Treasurer. The Executive is as follows: Mrs. Barber, Miss Brydon, Miss Darroch, Miss MacKenzie, Miss Robinson and Miss Williams, and Messrs. Florendine, Foster, Luck, McGregor and Swift.

Other business carried through included the presentation of the financial report and the election of Mr. McGregor as the representative of the Alliance at School Board meetings during the year 1925. The President and Mr. Sinclair, the present representative, commented on the harmonious relations existing between the School Board and the teachers.

The officials of the Public School Local herewith tender to all teachers their best wishes for a successful and prosperous new year.

### Correspondence

11305 61st Street, Edmonton, Alta.,  
Nov. 27, 1924.

Editor, A.T.A. Magazine:

Dear Sirs,—Enclosed please find signed receipt of salary received through you from Owl's Eye Lake S.D. No. 3181.

I am very glad to have a satisfactory settlement with this district, and feel grateful to you for bringing it about with so little trouble. This district, I believe, still owes teachers before me, so you are to be congratulated on your ability to settle such matters.

Again thanking you, I am, yours truly,

H. B. ROGERS.

A flapper subscriber writes in to tell us the greatest inventor in the world was an Irishman. She sees his name on all the machinery—Pat. Pending.

### Book Reviews

**THE WORLD BOOK.** 10 volumes, 6,528 pages (two columns); 1919. W. F. Quarrie & Company, Chicago and Toronto. Editor-in-chief, M. V. O'Shea, Department of Education, University of Wisconsin; Editor, Ellsworth D. Foster, Editor of New Practical Reference Library and Author of *Cyclopedia of Civil Government*; Editor for Canada, George H. Locke, Chief Librarian, Toronto Public Libraries. These were assisted by one hundred and fifty leaders of thought in the United States and Canada.

"Of the making of books there is no end." One is confused by the multiplicity of untested and unproved books presented for consideration; one does not know to just what extent a proposed book will meet one's needs. Confronted by this lack of opportunity to examine in every case, one must take the choice made by someone else—or refuse to buy books! The editors of the *World Book* claim to have met the situation by collecting a library of useful and interesting knowledge and presenting it bound in ten volumes. Here is a set of books with the matter carefully selected and peculiarly adapted to the work of the teacher. Whether it be work directly along the line of school subjects, or broader professional studies, or general reading upon topics of world interest, one can find here excellent material in readily available form!

How often the daily lessons threaten to become dry and barren, usually because the teacher has not drunk from the "running stream." Or, to change the figure, the teacher has tried "to make bricks without straw." Here is a storehouse of information in interesting form, the derivation of the "foot" as a unit, practices peculiar to insurance business, the handling of cheques, letter-writing, story-telling, poems of the months, art, grains, imported fruits, the composition and preservation of foods, birds, dogs, the fly, the elephant.

In picture and description there are given the stories of such industries as coffee, rice, sugar, silk, the lobster, oyster, and salmon industries; stories of coal, manufactured gas, petroleum, gasoline; stories of how glue, cement, plate-glass, and steel are made; stories of the locomotive, the wireless telegraph, and the numerous uses of electricity; stories of the torpedo, the mine, the submarine, the aeroplane. The articles on the geography of the various countries and continents are well written; the maps and charts of races, language, population and products are accurate and up-to-date; the special topics (winds, tides, climate, etc.) are carefully handled. One notes with pleasure a good deal of space devoted to historical topics and biographical sketches of men and women of recent or present times. Familiar American, Canadian, and British names are often met—Roosevelt, Taft; Laurier, Borden, Lloyd George; "Ralph Connor," "Mark Twain," Conan Doyle, Kipling; Caruso and Helen Keller; Stevenson, Bell, Marconi; Peary, Shackleton, Scott; Lord Strathcona and Wilfred T. Grenfell. The "Great War"—"The War of the Nations"—is treated rather fully, together with leaders who have made themselves felt. Especially good is the analysis of the underlying cause of the conflict. Others will be interested in the accounts of indoor and outdoor games for children; and, similarly, the rules for baseball, football, tennis, etc. A little apart from these directly



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classroom topics are subjects of a more general professional character—movements in modern education, consolidated schools, community centres, methods of teaching, motivation in teaching, intelligence tests and measurements, spelling reform, the Gary System. Still more general reading is presented in such articles as: Heligoland, Panama Canal, Story of Political Parties, International Law, China's Revolution and Present Condition, Labour Organizations, Profit Sharing.

The style is that of the well-written magazine article intended for popular reading; it is both *valuable* and *live*. About five hundred illustrations appear in each volume; many of these are full-page sepia or coloured plates of fine quality. Many of the important articles are followed by a list of "Research Questions," designed to recall the main points made in the article. Perhaps these would be of even more value if read *before* the article itself. To make the work still more useful, 113 three-column pages at the end of Volume 10 furnish a complete index not only of the articles but also of matters of interest occurring in the midst of articles. Altogether it can be said that this is a set of books well worth the money. The reviewer would say that for *real usefulness* in school or home the set pleases him more than his Encyclopedia Britannica.

—From "The School", Toronto.

"Some Observations on Secondary Commercial Education," by arnon Wallace Welch, M.A., LL.B. (Gregg Publishing Co., New York.

Mr. Welch's book presents the common-sense point of view of commercial education, and indicates the general direction in which, in the author's opinion, the profession should proceed during the present period—one of adjustment which naturally follows the period of conquest. It attempts to maintain a proper balance between two extremes.

Based upon the extensive experience, study and observations of the author, the book is designed to give perspective to the entire field of secondary commercial education, and to develop point of view. It is written in easy, fluent style. It should be of value to everyone interested in commercial education in secondary schools.

## Personalia

Mr. J. L. Mills, M.A., President of the Saskatchewan Teachers' Alliance and editor of "Modern Education," has been elected to the City Council of Saskatoon.

Mr. C. L. Gibbs, President of the Alberta Educational Association, was elected in December to the Edmonton City Council. Alderman Gibbs was a member of the Edmonton School Board some years ago. He is well known to Alberta teachers through his staunch support of progressive educational policy.

Miss Brecon, formerly of the Central High School staff, Calgary, and now of Toronto, spent her Christmas holidays in Calgary.

"Have any of your childhood ambitions been realized?"

"Yes, when my mother used to cut my hair I always wished I hadn't any."

## Directory

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### AMERICAN FEDERATION OF TEACHERS:

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## C. T. F. News Letter

### AFTER FIVE YEARS

By Lt.-Col. Wm. C. Michell, M.C., B.A.,

President, Canadian Teachers' Federation:

The teachers of Canada have reason to be proud of their achievements during the past five years. Over sixteen thousand are now united in bonds of fraternity to promote the cause of education, to foster a professional etiquette and code of honor among the members of the profession, to secure conditions essential to the best professional service, and to obtain for the teachers a larger voice in educational affairs. Formerly, there was no organization with authority to safeguard their interests and voice their views. Now, the officers of the Federation and constituent organizations, elected by the teachers to represent them, are devoting their time and energy to improve conditions locally and raise the status of the profession throughout all Canada. Their faithfulness is being rewarded by undisputable progress.

Public recognition of the profession is a reality. Several hundred teachers journeyed to Victoria last summer to attend the annual meeting of the C.T.F. Stops were made at all the important centres. Representatives of the governments and municipal corporations united with the various service organizations in tendering them a most cordial welcome and providing pleasing entertainment. These receptions will never be forgotten. No greater courtesy was ever shown to any visitors. The teaching profession is coming into its own.



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The Departments of Education are co-operating with the teachers' representatives, that grievances may be remedied and reforms instituted. In Ontario, the Premier, who is Minister of Education, invariably grants a courteous interview to their deputations, displays a keen interest in their representations, and discusses them in a friendly and frank manner. This attitude tends to remove differences of opinion and promote harmony.

Public bodies are always more considerate of representatives of a strong organization than of individuals. There is less likelihood of unfair treatment. In those provinces where the Federation is strong, few cases of injustice are reported. But wherever it is not supported by the great body of teachers, the reverse is the case. This fact alone should determine the course that every teacher should follow. Boards of Education are most sympathetic when they are brought to see that the Federation is not founded on self-interest, but on an earnest desire to forward the highest ideals of education. The feeling of fraternity now prevails throughout our ranks. Teachers are glad to associate with teachers. A better understanding prevails. The fear of unfair criticism is removed. Underbidding is fast disappearing. A high standard of professional etiquette is being advocated and maintained. A teacher is expected to deal fairly with Boards of Education and the general public, and expects fair treatment in return. His reward is more commensurate with his services. The public is viewing with approval the rise of a new profession. This has its effect upon the teacher. He realizes his importance in the national life. His bearing, his very appearance, reflect the welcome change.

Much remains to be done. A remedy for overcrowding must be discovered. Unfair contracts must be discarded. Equitable pension schemes are to be evolved. Plans for the temporary interchange of teachers between the provinces are to be arranged, so that Canada and its resources may be better known to all Canadians.

If those who are not members will thoughtfully consider what has been accomplished, and what is being attempted, they will forthwith unite with this Federation, thereby strengthening and encouraging those who are unselfishly laboring for their welfare. A welcome is ready for the teachers of New Brunswick and Nova Scotia. The Federation would then be complete.

To the President and Members of Executive,  
Canadian Teachers' Federation:

In this second monthly letter I have to regret that little activity has been reported by the provincial organizations. This is not hard to understand when it is remembered that the beginning of a new term usually brings more work to the average teacher than can be accomplished in the time allotted.

Requests have come in for copies of the Victoria minutes, and I have been compelled to say that I am not yet in possession of the records.

Replies to Mr. Huntly's request have been received from three provinces. These all favor the acceptance of the proffered position with the understanding that no financial obligation be assumed by the C.T.F. or any provincial organization. Since the other provinces have made no reply, I assume that they too favor the appointment. Should no objection be received in ten days from this date, I shall feel free to advise Mr. Huntly that the C.T.F. favors his appoint-

ment to the World Commission on Illiteracy, and asks him to consider himself the representative of the C.T.F.

The British Columbia Teachers' Federation is laying before the Educational Survey of their Province a carefully considered case for improvement in education. A strong committee is studying the questions of tenure and contracts, and is endeavoring to secure detailed statements covering the position of the teachers of every province in regard to these subjects. Manitoba has been struggling with the question of a model contract for the last two years. Saskatchewan was requested by the Executive of the C.T.F. to consider teachers' contracts as their particular problem this year. From this it would appear that next summer's Convention should see this problem well on its way to a satisfactory solution.

It has been reported that the Fellowship of the Maple Leaf is continuing its activities. British teachers are being led to believe that there are splendid openings for them in Western Canada. On arrival here these teachers, it is reported, frequently accept schools at very low salaries.

On receipt of this information, your Secretary communicated with the Departments of Education in the four Western Provinces, and the Deputy Minister of Education in each Province has replied saying that there is no shortage of teachers in his Province. This information will be forwarded to responsible and influential persons and a strong protest made against a continuance of the activities of the F. of M.L.

Railway companies are presenting tentative plans for a coast-to-coast excursion in connection with the Toronto Convention of 1925. The C.P.R. has already outlined an itinerary covering the Eastern section, Toronto, to and through the Maritime Provinces. The same company has approached the Manitoba representative asking that an excursion from the West to Toronto be arranged over their road and that it be given official recognition. Your representative took the position that Manitoba has already gone on record as favoring a teachers' excursion in connection with the C.T.F., but could not agree to recognize officially the offering of one road more than that of another. This has since been supported by members of the Provincial Executive. Your representative further stated that the British Columbia Federation should be allowed to take the initiative in planning the Western part of the excursion, and believed that Manitoba would be willing to co-operate in the plans that best suited the teachers who would have the longest distance to travel.

I regret that in my first circular letter I neglected to mention that the Alberta organization had been requested to submit plans for the establishment of a Bureau of Statistics on Educational Costs in order to obtain data for comparison of the various Provinces.

If representatives in the various Provinces will write me, about the 15th of each month, I will be able to issue a monthly circular letter about the 20th. This should make it possible for the activities of each provincial organization to be known in each other Province before the news becomes stale.

G. J. ELLIOTT, Secretary.

403 McIntyre Block, Winnipeg, Man.

To the President and Members of Executive  
of the Canadian Teachers' Federation:

Your Secretary regrets that during the past four weeks little has been reported to him from the different Provinces. May I again request a report—even if



it be very short—from each Province every month? Especially may I ask that for the December letter each Province will report the progress made in the specific work assigned to the provincial organizations by the C.T.F. Executive.

Ontario will assume the task of preparing resolutions in reference to the interchange of teachers between Provinces.

From Quebec we learn that the Annual Convention of the P.A.P.T. was held on October 8th to 11th. Outstanding speeches were made by the Reverend Canon Shatford, of Montreal, on "Essential Factors in Education"; Rabbi Merritt, of Temple Emmanuel-El, Westmount, on "The Decline of the Parent as a Factor in Education"; Hon. Cyrille Delage, Superintendent of Education for the Province of Quebec, and the Rev. Archdeacon Cody, of Toronto, on "Personality in Teaching."

The Executive of the P.A.P.T. has elected as their representatives to the next meeting of the C.T.F. the following: President E. M. Campbell, B.A., Miss C. I. McKenzie, B.A., R. E. Howe, B.A. (Vice-President of the C.T.F.).

President Michell is sending out his first Presidential message; no doubt a copy has reached each representative.

Manitoba reports that on the matter of teachers' qualifications a Committee has been at work constantly for the past three years; that at the present time qualifications for admission to the University and Normal School were never higher in the Province than now, and that in the Normal Schools greater care is exercised in graduating students than ever in the past. Our Committee is working for higher standards and for the establishment of a Teachers' College in affiliation with the University.

In reply to the President's questions re next summer's excursion, Manitoba answers as follows:

1. We consider the week of August 10th to the 15th most suitable.
2. We are in favor of teachers' excursion to Toronto next summer, the railway company assuming all financial risk.
- 3 and 4. Our organization does not favor round trip by either road.
5. We favor co-operation between two roads.
6. We will approve of the route from the West as shown by the majority of the Western organizations, and the route from the East as shown by the organizations of the East.

(Personally I would suggest a policy scheme. The teachers of the three Western Provinces—British Columbia, Alberta and Saskatchewan—and of the Western part of our own Province, Manitoba, to combine in personally conducted parties, running over the more advantageous road, to reach Winnipeg the same day. One full day to be spent in this city, and a special train to run over the C.N.R. to the East, say, to Toronto or Montreal, where the Eastern tour might begin, returning by C.P.R.—preferably by lake—to Winnipeg, where the personally conducted parties might be resumed. This, of course, is only my personal view of the matter.)—Yours truly,

G. J. ELLIOTT, Secretary,  
Canadian Teachers' Federation.

"My dear, where did your wonderful string of pearls come from? You don't mind my asking, do you?"

"Certainly not! They came from oysters."

## Provincial Executive Meeting

The Christmas Executive meeting of the A.T.A. was held in Calgary on December 30 and 31 last. The following members were present: President Scott, Vice-President Woolf, Messrs. Humphreys, McCrea, Riley, Parker and Stevenson.

The report of the Finance Committee was adopted, as were also the financial statements to December 1 of the Alliance and the A.T.A. Bureau of Education.

The most important items dealt with in the Finance Committee's report was the outstanding adjustment of certain accounts between the Alliance and the Bureau, and the final arrangement agreed upon entailed the Bureau in bearing the cost of advertising in the A.T.A. Magazine, and its share of expenses of holding Executive meetings in cases where the discussion of Bureau business involved expenditures by the Alliance by reason of prolonging the meetings and extra hotel and traveling expenses. Certain other charges for commission and legal expenses actually paid by the Alliance were distributed over the two departments, the adjustments being made retroactive, so that the different departmental accounts are clarified and each bears its rightful share of costs and expense.

A grant of \$75.00 to the Calgary Locals, and of \$50.00 to the Edmonton Locals, was passed with a view to assisting in a small degree these city teachers in meeting the heavy expenditures involved in providing hospitality to the teachers travelling to and from the Victoria Convention of the C.T.F. last August.

Mr. Proctor, the District Passenger Agent of the C.P.R., visited the Executive and laid before them tentative plans for the special C.T.F. train to the next Convention, which takes place in Toronto in August. The A.T.A. promised to do its share in welcoming and entertaining the guests passing through Alberta.

A long discussion took place with regard to the disposal of some \$1,200 received from the C.T.F. Western Compensation Fund. This matter has been under consideration for practically three years, and after the last Executive meeting a notice was published in the July Executive meeting report that the Executive intended to dispose of this outstanding matter once and for all. The decision arrived at was to place all moneys on hand in a Special Reserve Fund, from which disbursements would be made only in accordance with an agreement arrived at between the Provincial Executive, the Trustees of the Edmonton Strike Fund, and the Edmonton High School Local. The Edmonton High School teachers, who bore the heaviest losses in connection with the struggle three years ago, are prepared to forego any distribution of the Fund amongst themselves, provided that all other contributors are prepared likewise to forego distribution.

There was reported a considerable falling off of receipts for membership fees due to a variety of causes—the early fall of snow making attendance at teachers' meetings in towns and villages, meetings of teachers from these centres and these teachers only; the impossibility of further "road" work and solicitation of members; the lateness of the Annual General Meeting; and the comparatively small collection of fees to date from the large city locals. The Executive has decided to facilitate the collection of fees from the large locals by providing for the collection of fees by monthly



instalments, and the General Secretary Treasurer was instructed to develop a vigorous collection of fees by mail between now and the Annual General Meeting.

One regrettable feature was the falling off of subscriptions to the A.T.A. Magazine, due to the fact the city teachers do not see the necessity of all subscribing when there are many teachers located together in the same school or residence.

A Statistics Committee, under the chairmanship of the General Secretary-Treasurer was authorized to facilitate the fulfilment of Alberta's pledge to take care of this department of work for the C.T.F. Other affiliated provincial organizations in the C.T.F. are taking charge of other branches of educational work, so that in a short time the C.T.F. will serve as a Bureau of Information for Canadian teachers.

Arising from the report of the A.T.A. representative on the University Matriculation and High Schools Examinations Board, the following principles were recommended for the A.T.A. representative to advocate before the Board:

(1) Efficiency to be a primary consideration in the appointment of sub-examiners to read the Departmental papers; but at the same time efforts should be made, consistent with efficiency, to distribute the reading of papers amongst the teachers in all parts of the Province.

(2) The freeing of teachers from all suspicion in connection with the supervision of Departmental Examinations, by a complete exchange of teachers while students are writing on examinations, and the sending of rural school pupils writing on such examinations to examination centres where no teaching is carried on at the same time. The Department of Education will be asked to bear the costs in connection with the exchange of teachers.

The General Secretary was authorized to forward a letter of appreciation to the Examination Board for adhering to a higher standard in the last Departmental High School Examinations.

The Executive of the A.T.A. met in session with the Executive of the A.E.A., and arranged to co-operate in the next Convention at Edmonton, during Easter week. The A.T.A. agreed to take over that part of the programme devoted to the questions of Teachers' Pensions, and also promised to organize a banquet during Easter week. Mr. F. Parker, of Calgary, was appointed Alliance speaker to the A.E.A. Convention.

The General Secretary-Treasurer gave a report on the recent dispute between the Edmonton Separate School Board and the Lay Teachers' Alliance, which report was adopted.

Ten law cases brought before the meeting by the Law Committee were disposed of by the Executive, and instructions were given as to the further following-up of steps already taken. A number of other disputed cases were left over to be dealt with by the Law Committee, with power to act.

The names of two teachers proven guilty of unprofessional conduct in assisting a School Board to commit an injustice to a fellow teacher, were ordered to be "officially kept on record" in the Executive office.

The greater part of the last day's meeting was devoted to the Pensions question. In view of the fact that the Calgary Locals have drawn up a scheme for submission to the Calgary School Board, this Committee, together with the President and General Secretary of the Alliance, were appointed as a Provincial Pen-

sions Committee. The duties of this Committee will be to arrange for the Pensions' discussion at the A.E.A. meeting at Easter, to arrange for a delegation of leading citizens and teachers of Alberta to urge upon the Alberta Government the pressing need for a Provincial Pensions Scheme for Alberta teachers, and generally to further the matter of Pensions between now and the Annual General Meeting.

The Executive took the Calgary Pensions Scheme as a basis for discussion, together with the Provincial Pensions Scheme drawn up by the A.T.A. some years ago, and drew up an amended Pensions Scheme for submission to Alberta teachers at the earliest possible opportunity. This redrafted scheme will be published in the next issue of the A.T.A. Magazine.

JOHN W. BARNETT,  
General Secy.-Treas.

## Pensions for Alberta Teachers

On returning from a traveling tour over the Province, the General Secretary-Treasurer reports that there is a reawakened interest in the matter of pensions; in fact, the opinion has been expressed in more than one centre that the Provincial Executive has allowed the matter to escape their attention, or that, at least, they have not concentrated on pensions as needs and circumstances required. It might therefore be as well to review the whole situation in this regard in order that our members may judge for themselves wherein the fault lies that more progress has not been made.

Some nine or ten years ago, before the inception of the Alliance, the Alberta Educational Association dealt with the subject of pensions at succeeding conventions of the Association. Pensions committees were appointed on different occasions, and these committees, working on funds supplied by the A.E.A., collected a large amount of information and data with regard to pensions schemes in effect in the Dominion of Canada and in other parts of the world. Two reports of these committees were printed and distributed broadcast throughout the Province. The second report of the A.E.A. Pensions Committee went very fully into the matter of pensions, and emphasized the unanimous opinion on this continent upon which such schemes should be founded. Chief among these are as follows:—

- (1) The principle of compulsory contribution.
- (2) The need of a sound actuarial basis.
- (3) The assurance to those affected of some return at least of the moneys contributed by them in the event of withdrawal from the service.

This report, published for the Easter Convention, 1917, reviewed the situation carefully and considered fully the conditions obtaining in Alberta. The Committee found themselves faced by three outstanding features:—

- (1) The scheme must really provide for the old age of the teacher.
- (2) The scheme must be attractive, attracting men and women into the profession, and keeping them there.
- (3) The scheme must provide for those already in the service, not a few of whom are already insured to capacity.

At the 1918 Easter Convention the then Minister of Education, the Hon. J. R. Boyle, dealt with pensions

in his address. He stated that he was quite prepared to go ahead with a pensions or superannuation scheme, but that the Government would not be prepared to put into effect or to endorse a "combined insurance and annuity scheme" for the teachers of Alberta. The scheme suggested by the Pensions Committee was a "combined insurance and annuity scheme," and, whilst the Minister's declaration dashed to the ground all hope of the adoption as a whole or in part of the Pensions Committee's scheme, actually sound and carefully compiled as the scheme showed itself to be, Alberta teachers were buoyed up with hope that some provision or scheme would be put into effect in the near future by the Alberta Government.

The A.E.A. had labored under a disadvantage from the start, in that they were unable to do much more than discuss pensions at the annual Convention. It could appoint committees, but these committees, no matter how hard they worked, could not provide facili-

ties of a pensions scheme, and the necessity of commencing all over again and drawing up another scheme, the Executive of the Alberta Teachers' Alliance recommended the appointment of an A.T.A. Pensions Committee to follow up the work of the old A.E.A. Pensions Committee. This Committee was duly appointed and drew up a pensions scheme, and duly presented it to the new Minister of Education, the Hon. Geo. P. Smith, immediately after he took over the portfolio of education in the Cabinet. Mr. Smith promised a very careful scrutiny and consideration of the pensions scheme submitted by the Provincial Executive, but suggested that, since he was so new to office, the Executive would doubtlessly realize that nothing could be done that year (1919). Every year since, the Annual General Meeting has passed a resolution calling upon the Executive to ask for the adoption of a pensions scheme, and every year without fail the Executive has brought this resolution to the attention of the Minister



WHY NOT PLUG THE HOLES, MR. BAKER?

ties for small bodies of teachers to meet together and discuss matters during the year, between conventions, since it had no subsidiary organizations functioning throughout the year in different parts of the Province. However, the Alliance had been formed in 1917, and the locals of the A.T.A. provided just the facilities required for placing professional matters before teachers in all parts of the Province; the Alliance functioned the year round, and the general office could serve as a clearing house for the recommendations of local bodies of teachers, and the Annual General Meeting would be able to crystalize the opinions of the whole Provincial body of teachers. For these reasons, the 1918 Easter Convention of the Alberta Educational Association adopted the recommendation of the Pensions Committee that the matter of pensions be handed over to the Alberta Teachers' Alliance.

In view of the Minister's declaration, his promise

of Education.

Soon after the present Minister of Education assumed office the Alliance brought to his attention the repeated requests of the teachers of Alberta for a Province-wide pensions scheme. The first request met with practically the same treatment as has been given by his predecessor—that he was new to the office of Minister of Education and that nothing definite could be promised until he had settled down to the work of his Department and got more into touch with things. Since that time, the question has been frequently brought to the attention of the Department of Education, but without result. At the time that the superannuation scheme for Alberta Civil Servants was under consideration (a scheme which is at present in actual operation) a representative of the Alberta Teachers' Alliance interviewed the Minister of Public Works, the Hon. Alec Ross, who was the responsible party for put-

ting the superannuation scheme for the Civil Service into effect. The A.T.A. representative suggested that perhaps the Government might include the teachers of the Province in the scheme. A copy of the A.T.A. Pensions Scheme and sundry other material was placed in the hands of the Minister of Public Works. He promised to give careful consideration to the suggestions made.

Members of the A.T.A., therefore, will see that the Provincial Executive has done all possible to carry out the mandate given them from time to time by the Annual General Meeting, but it might well be suggested here that if the teachers of Alberta really want a pensions scheme, they will be under an obligation to get right behind the idea and so convince the powers that be that they really are keen, anxious and enthusiastic over the matter. The Provincial Executive desires to interpret the will of the membership, and can go ahead and press for matters of this kind to just the extent that the membership as a whole is prepared to develop or manifest pensions scheme atmosphere or enthusiasm.

## Editorial

### THE NEW YEAR

The time is ripe for some further constructive policies on the part of our provincial organization. At a recent meeting of the A.T.A. Executive in Calgary it was decided to deal energetically and concretely with the problem of Teachers' Pensions, Units of Administration, Rural High Schools, Taxation, Tenure, and Examinations. There is surely enough material here for even the most active and vigorous teachers' organization in Canada. The Canadian Teachers' Federation now has Committees at work on Educational Statistics and Tenure. This will be the *Annus Mirabilis* if some solid achievement in these important matters can be credited to Alberta teachers.

But there must be unanimity both in aim and effort. Factional purposes must be welded into concerted endeavor. This, above all, should be the keynote of the New Year.

### TEACHERS IN PUBLIC LIFE

Both in Edmonton and Saskatoon, teachers are serving as city aldermen. This is just as it should be, and as it should have been years and years ago. For long enough teachers have been almost the only representatives of an eviscerated class who share neither the burdens nor the honors of citizen service. While it may be admitted, of course, that the class-room is no place for ventilating political opinions, it does not follow from this that teachers are *ipso facto* excused from political service. It is to be hoped that in the near future we shall have representatives of the teaching profession in our Provincial Legislature. Some wag remarked that "nearly every person of note has been a teacher, but no one is." "Nous avons changé tout cela."

### PENSIONS

The outstanding question this year is that of pensions. Like every other question of policy, it offers a wide field for both "pros and cons." Theoretically, of course, a truly professional class ought to be able to accumulate enough substance to provide for old age. It is not unlikely, moreover, that a pensions scheme might react unfavorably against both a professional status and a professional scale of salaries. On the other hand, it can hardly be denied by anyone conversant with the facts that, under present conditions, the majority of our more experienced and more capable teachers would be much better off both materially and spiritually if they could but lay the grim spectre of impecunious and necessitous old age.

A sound pensions scheme would therefore be an undoubted boon to thousands of teachers. Now, since all human progress resolves into an accumulation of concrete, practical, though sometimes small, advantages, it is our duty to deal with this immediately practical problem of pensions. The Calgary Locals are carrying on a vigorous campaign for pensions; and some strong articles have appeared in this Magazine supporting a pensions policy. But a great deal more must be done to carry the teachers in the four cities, to win the support of the Government, and to work out a scheme that will give the maximum amount of general satisfaction.

### FROM THE EDITOR

If our readers wish to avoid the tortures of a cross-word puzzle contest in this Magazine, let them be warned that more news and personal notes must be received at this office. We are publishing in this issue a cartoon from the pencil of one of our best-known contributors, in the hope that we may stay the inevitable as long as possible. But in succeeding issues, if conditions do not mend, there will be no help for it—the cross-word demon will have added us to his victims. So beware!

## Comrades' Correspondence

(By Florence M. Standish, Hon. Secretary, Comrades' Correspondence Branch, League of the Empire, Canada.)

"Comrades' Correspondence—I wonder what that means?" How often have I heard such a remark at a gathering of teachers when someone in my neighborhood has been reading aloud from a leaflet of the League of the Empire.

There may be someone attending this Conference who is not sure of its meaning. To such I would say that it means the arranging for letter-writing between the children of the various parts of the Empire. Any child, or his teacher, may apply to the Head Office, stating to which part of the Empire he wishes to write, and in due time a name and address will be sent him. The correspondence may begin immediately, and con-



tinue as long as desired. Every year thousands of children's names are linked in this way.

"Is it worth while?" Let us consider some of its advantages. The unity of the Empire depends largely upon two things: Firstly, upon the loyalty of each part to the Motherland, and secondly, upon the mutual respect and understanding between its various parts, and when can we find a better time to inculcate these great principles than in childhood?

The average child has very little idea of the world outside of his immediate neighborhood. Especially is this true in the great rural sections of Canada, where distances are so great and where there are so many little schools with not more than a dozen children in attendance in each. To these children, such a correspondence is a great boon, and they like particularly to write to the opposite ends of the earth.

The child from Australia or New Zealand likes to receive these letters, and is interested in hearing that away up north in Canada most of the trees lose their leaves in winter, the grass disappears, the ground becomes bare and is later covered with a carpet of snow. He is also interested in hearing of the storing of fruits and vegetables for winter use, and of the keeping of a huge fire in the furnace night and day to provide the necessary heat. And when the long-looked-for reply arrives in Canada, the "Comrade," especially the boy, is apt to wish he could live where he did not have to carry out the ashes and clear away the snow before he went to school in the morning. More than once I have seen a class break out into peals of laughter when a letter has been read telling of children going swimming on Christmas Day. Swimming instead of skating on Christmas Day was a new idea, and therefore funny to the child mind.

These are the little intimacies of childhood, but they gradually prepare the way for a free interchange of opinion when matters pertaining to the welfare of the Empire are under discussion.

But it is perhaps the child of the crowded districts of the Motherland that profits most. His thoughts are turned in childhood towards the larger spaces of the newer lands, and if, later on, he wishes to make a new home for himself, he has already some idea of the particular region that attracts him, and he can start out on his travels feeling sure of a welcome.

In Canada we have an active Correspondence Department, with its Head Office in Toronto. Through the interest of the Department of Education of Ontario, our schools are circularized once a year. Children may correspond either with overseas children or with the children of the different provinces of Canada. This interprovincial correspondence has proved very

interesting, as, owing to the large area, the different provinces have a distinct individuality.

Many little personal touches have come to our knowledge. An Australian and a Canadian met on the battlefield. A few minutes' conversation sufficed to prove that as lads they had corresponded. A Canadian girl corresponded with a girl in England. When war broke out her brother enlisted. On his arrival in England he was welcomed in the home of the sister's correspondent. The last letter he was spared to write to his parents told of their kindness to him, and they were able to write very precious letters of comfort to his sorrowing family in Canada.

A Canadian and a Scotch girl corresponded for years, and last winter the Scotch girl, now teaching in Canada, spent her Christmas vacation in the home of her Canadian correspondent.

Oh, yes, "Comrades' Correspondence" is worth while.

## Analerta

### THE TEACHING PROFESSION AND PUBLIC HONORS.

In a very suggestive article, in the November issue of the *Nineteenth Century* on "Education and Economy," Mr. C. H. P. Mayo makes reference to the remarkable and somewhat surprising fact that teachers, as such, very seldom receive public honors from the State. He says: "The profession as a whole requires honorable recognition, and never receives it from the State. If the honors—birthday honors, New Year honors—which are showered upon successful organizers and business men, and upon all those who have achieved distinction in every other profession and walk of life, are worth anything, and are really prized rewards for national service, there is no reason whatever why men in the teaching profession, who are doing work for the State second in importance to none, never receive any recognition. It may be cynically said that it is in itself an honor thus to be singled out, to belong to a profession which is practically alone in never having any C.B.E.'s, K.C.B.'s, etc., offered to it, but the men who receive these distinctions rightly value them, and school masters as a whole are not less human."

All those who have given any thought and attention to this matter will agree with Mr. Mayo. The fact is so patent to all, that it must be taken for granted that there are sufficient reasons for this neglect. It may be said that the chief reason put forward is that the members of the teaching profession have not interested themselves sufficiently in national affairs and in the work of the community of which they form a part. But that the teaching profession has done to an equal, if not to a greater degree, as much national service as the members of the other professions is borne out by the great amount of work admittedly done by the teachers in the field and at home during the years of the war. Their work, in both these spheres, was highly valued and readily acknowledged by those who held the highest official positions. They joined up in very large numbers for active service; they organized and carried through many agencies designed for the benefit of the soldiers and sailors; they took a very active part in all the efforts to advance the material and moral welfare of the nation; they had a large share in the successful working of the War Savings Movement; and they worked in the schools under very

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trying circumstances with large classes, due to the depletion of the service of men teachers. This reason, then, does not carry great weight.

Another reason that is adduced for the lack of public recognition is the low estimation in which the teaching profession has been held by the public. The teachers of today are still suffering to a greater or less extent from the hostility of parents to compulsory education. Fifty years ago, when the nation began to assume responsibility for the education of its children, it fell to the teaching profession to carry this through in the face of a large amount of odium, if not antagonism. To some extent the attitude to the teaching profession still bears traces of this feeling, though it is

becoming more favorable, as the need for education is being felt, and as the public are undoubtedly recognizing with appreciation the value of the teachers' services to the community and to the nation. But from the fact that much of that service is not advertised, and is silently and unostentatiously performed in the class-rooms of the schools, the work does not strike the public imagination in the same way as benefactions of a material kind given to some philanthropic institution. But the service of the one is no less beneficent than that of the other, and because it affects the lives of future citizens of the country is in many ways more far-reaching and important. However, we claim that the public recognition of the profession is

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now more than overdue, not only because the teacher is human, as Mr. Mayo suggests, but because the teaching profession would be still better recognized by the public if now and again it did receive recognition at the hands of the State. When the national importance of the work the teachers are doing is really considered there can be little doubt in the minds even of the most unbiased that the teaching profession has been somewhat shamefully used with regard to the matter of honorable State recognition. All departments of the State service, except the educational service, are frequently recognized, when honors are being given.

But in this connection there is one other point we would seek to call attention to, and, if possible, to emphasize at this time: we refer to the fact that the Scottish Universities, which are so largely dependent for the foundation of all their work on the teaching profession, are equally culpable in this matter. We could name many teachers who, by their work as successful teachers, and who on behalf of education and the University have done notable service, who would do honor to any recognition bestowed upon them by the University. At one time it was not an uncommon thing for the Universities to honor distinguished headmasters, but we have now to go a long way back to find the names of any teachers who have been so honored as teachers. At one time the Universities did recognize the work done by the teachers of Scotland. Has the profession become so degenerate in the eyes of the Universities that it is not worthy of honor? Today there seems to be a tacit agreement to ignore the profession altogether. The number of ministers who receive the degree of D.D. year by year from the Universities is great; the number of teachers who receive the degree of LL.D. is practically negligible, yet as Mr. Mayo says, and we recommend his views to the notice of the Universities, "Above all needs, it is necessary for the good of the community that these two great professions, the Church and the Schools, must attract the best men, and of the two, schools (dealing so entirely with life at a plastic age) are the more important for the well-being of the community." We do not here seek to analyze the reasons which have led the Universities to this action or want of action. We would rather assume that it is an overlook on their part and that their attention requires only to be called to the matter to have the omission or neglect rectified in time. If the Universities themselves do not honor the profession, in which so many of their own professors and lecturers are enrolled, we can hardly expect the State to grant the public honors recognition pleaded for by Mr. Mayo and many others—a recognition which would do very much to elevate the status of the profession and be a great incentive to men of the best type to enter the profession.

—*Scottish Educational Journal.*

## Classical Education

Classical education is a sun that is setting. That is the plain fact. It may rise again. No one can say, of course, what renaissance may or may not take place a millennium from now. But at the present moment the illumination of classical learning has dimmed to a murky twilight. A man who can read either Latin or Greek with sufficient ease to permit of general browsing without a dictionary is a rarity even in the most

cultivated circles—even, indeed, among university professors. The classical languages still persist in the curricula of schools and colleges, and their elections remain more or less constant. Their very longevity affords an excellent subject for examination by those anthropologists who specialize in social vestiges and the inertia of established institutions. But the substance of classical education is by no means measured by courses and elections. Apply this simple rule: How many high school seniors are able to read either classical tongue as well as, say, twenty per cent. of their number can read French or German? The answer is, none. How many college seniors can read Latin as easily, and do read it as copiously, as every senior of average scholarship can read at least one modern language? About one in a hundred. The courses remain: that is a fact of interest to sociologists; the learning has gone: that is the condition which educators have to face.

This discrepancy between fact and fiction in classical education has not unnaturally been the subject of considerable alarm among teachers of all shades of opinion for many years. Many and anxious are the investigations that have been conducted into the parlous state of classical teaching, by what it is caused and how it can be eliminated. Monographs and dissertations without end have been composed dealing with the advantages to be gained from the study (no one ventures to say the mastery) of Latin or Greek. The most ingenious devices of the educational psychologists have been applied, like pulmotors, to the newly perishing dead languages. All that statistics can do has been tried repeatedly.

The last and most extensive of all these surveys has just been concluded, and its results issued in the form of three hundred pages of General Report. This survey has been conducted by the American Classical League, a national body representing all the leading classical associations of the country, endowed by the General Education Board, and actually prosecuted by an Advisory Committee under the chairmanship of Dean West, of Princeton, assisted by eight co-operating Regional Committees. These auspices, without mention of the formidable list of assisting agencies outside the ranks of the Classical League, lend this classical investigation the prestige of finality: it is, by every presumption, the best the classical profession has to offer. But it is not very much. A critic versed in Latin might quote a certain not unfamiliar line from Horace upon the ratio of the mountain to the mouse. The report finds that the classics are holding their own—in terms of courses and enrollment. It finds that the students registered in classical courses do slightly better than their fellows in all their work, and admits that they represent the most literate section of the population anyhow. It finds that the scores made in Latin and Greek examinations are the highest on record, but suggests no question of the standards of grading. It finds also that classical teachers everywhere are deeply uneasy over the quality of the work they are doing, and recommends that they introduce special drills designed to obtain for students the precise benefits supposed to accrue from classical study—familiarity with classical civilization, acquaintance with English derivatives from classical languages, and the like.

In short, the confines of the classical investigation are rather narrow ones. The reason is not hard to find. It is a survey not of American education generally, but of the study and teaching of the classics, especi-

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ally Latin, in secondary schools. It has been conducted not by those responsible for the school system as a whole, but by the classical profession. These limitations automatically exclude all the really important aspects of the situation. What our schools are they are chiefly because of conditions outside the school-house, matters not subject to the discretion of the schoolmaster. To understand and control an educational condition so general that it affects the whole teaching profession, one must step outside that profession and its jurisdiction and inquire what has altered in civilization at large to modify the basic functions of the school. This sounds like a tremendous task, but in reality it need not be particularly difficult. In the case of the classics it is particularly easy. If the committee of the Classical League has done nothing of the sort the reason is not the difficulty of the task but the peculiar psychological limitations of the professional mind.

The sanctions which regulate the schools, then, do not originate within the schoolhouse; the pedagogue receives them from the civilization in which his work, his life, the lives of all his pupils, their future employers, their parents and their sisters and their cousins and their aunts, are cast. In all American schools the study of the English language is absolutely basic throughout the entire school course. This is not due to the fiat of autonomous School Boards. The motive behind the emphasis is the spirit of nationalism itself, the animus of national, English-speaking solidarity. The pressure upon each individual pupil to master English is not the disciplinary force nor the salubrious influence for good of a chance teacher here and there. On the contrary, every social motive conspires to make the mastery of English desirable quite apart from the opinion of any teacher whatsoever. Very well; so much, then, for English.

What of Latin? First of all it is necessary to note that Latin has never stood in parity with English in our economy. Latin has never been the vernacular of the American people. At the time of its widest diffusion it touched only the small minority of the learned. At that time, during the first century of colonial history, Latin was in active use among the scholars of the (European) world as a medium of composition. The New Republic, had it been founded in 1614, would certainly have been conducted in part at least in Latin. At such a time all the learned professions as well as the very slightest "pretense to intellectual eminence" postulated a thorough reading knowledge of the Latin language. Greek was somewhat less important: divines had need of Greek because of Greek philosophy and literature. But Greek was not actually in contemporary circulation, as Latin was. One could keep abreast of current political discussion without it, though not without Latin. The sanctions behind the study of Latin and Greek, therefore, in the earliest American schools were too obvious to require justification.

But this condition, which determined the character of the learning of those Puritan divines who were the first American scholars and teachers, was already passing away in Colonial times. By the end of the eighteenth century, when the public school system of America was commencing to be built, learned disputation in the Latin language had practically disappeared. But the classical tradition remained. For an explanation of the survival of classical learning beyond its contemporary usefulness it is not necessary to rely simply on the general theory of institutional survival.

The facts of this specific case are obvious. Latin, and to a less extent Greek, had been but recently the actual tools of a certain social class. A thousand years earlier that class would have been limited to the clergy; the social upheavals of the centuries just elapsed, however, had brought literacy, even Latin literacy, to the whole class of gentlemen. This made all the difference. Latinity, in the eighteenth century, marked its possessor as a gentleman—not necessarily as a clergyman. Inevitably, therefore, its possession was desirable as a mark of social caste.

This cycle of causes and effects is most clearly observed in British life, where classes are more distinct and the classical tradition stronger. Until very recently it was possible for a man to embark upon a political career upon the basis of his proficiency in Greek. H. H. Asquith laid the foundation of his career at Oxford, as a classical prodigy and the favorite pupil of Benjamin Jowett. Gladstone was conspicuous in a highly ornamental parliament for the breadth and accuracy of his classical lore. But this correlation does not mean that a mastery of Greek produces at once in the breast of the scholar the qualities of statesmanship. Throughout the eighteenth and nineteenth centuries the British Parliament was a distinctly clubby affair. The social prestige attaching but recently to the letters M.P. derives not from the political rank of Parliamentary membership but its exclusiveness. Government, in England, has been the business of gentlemen. One hears of "old whig families" and "old Tory families" which have not missed a Cabinet member for some generations. Among the members of such families both Greek and political preference have been the marks of authenticity. The classical prestige of Oxford and the social prestige of Parliament are two phases of the same phenomenon. Those cultivated critics of recent Parliaments who deplore the passing of the fine classical flavor of Parliamentary debate must not be understood as derogating merely the political acumen of the discussion; the real object of their scorn is its vulgarity. Common miners have taken seats as colleagues of the landed aristocracy.

Where social discriminations such as these prevail there is, indeed, a definite motive for classical study. The motive has changed since the time when a student of international affairs must needs know Latin to read the writings of the Dutch Van Groot. He must now possess a classical lore as the accepted decoration of the authentically cultivated man. But this motive, through the last century very strong in England, has never prevailed widely in the United States. The predominance of the pioneer has been too strong for the less blatant traditions of rooted gentility. And now that American life is reaching a stability upon which the assumption of European manners would be possible, the genteel tradition is passing in England and the continent, crowded out by the new virility of the Labor party. To be sure, there are in America some few hardy aristocrats, led perhaps by Paul Elmer More, who see the possibility of a classicized aristocracy in the United States. But whatever their prestige among dyed-in-the-Charles Conservatives, their influence upon the country at large is precisely nil. American society is not reading Euripides at Palm Beach nor quoting Aeschylus at the Lake Placid Country Club. The best bred youth of Tulsa, Oklahoma, no less than that of Montclair, New Jersey, registers for Latin because its fathers did, just as it joins Kappa Beta Phi because its fathers did. One has



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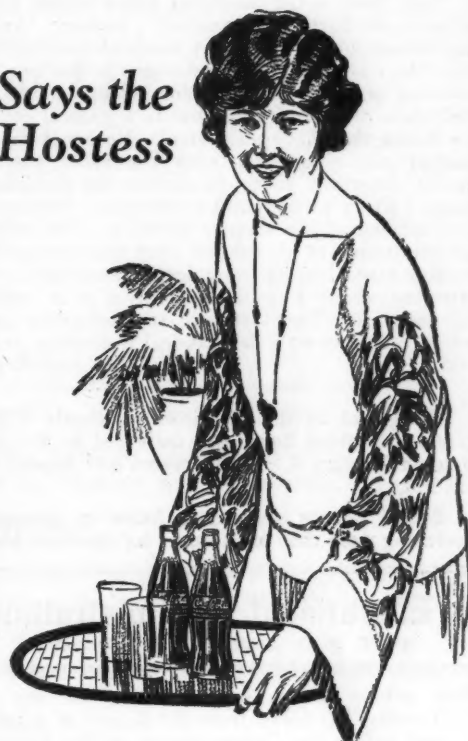
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This, then, is the condition under which classical tuition is conducted in twentieth century America. That strange uneasiness which classical instructors feel about the results of their endeavors is due not to deficiencies in their material, nor to any weakness of intellect in their profession, but to a general condition over which they have no control. No one outside the classical profession—not even the other teachers—expects American youth to master the classical languages. Every school child knows this. Furthermore, every teacher of the classics knows it. The very fact that his defense of his subject, once the prerequisite to common education, has now degenerated into a vague muttering about English derivatives is a sufficient self-revelation. The facts are too notorious for discussion. That is why the classical profession excludes them.

—The New Republic.

**Judgment in the Morrison vs. Castle Hill S.D. against the School Board was delivered by Mr. Justice Boyle on January 8. A full report will appear in the next issue.**

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## Educational Administration

(N. F. Black, Chairman of Sub-Committee.)

[This article, which we excerpt from the "B.C. Teacher," is taken from the Report of suggestions laid before the Commissioners of the Educational Survey for the Province of British Columbia.—Editor.]

The administration of the educational system of British Columbia is one of the most vital and important matters affecting the Province, not only from the educational, but also from the financial and general welfare points of view.

It is clearly evident that in a Province which has attained its present population in such a comparatively small number of years, development has been very rapid, and that this development has made the provision of adequate educational facilities for all children in all parts, a task of great proportions. The success attained in the past reflects great credit upon all those who have been associated with the problem, and particularly upon those who carried the system through its pioneering stages.

It must be just as evident, however, that present-day conditions, and the necessity of keeping pace with other countries, make it impossible for the general scheme of administration of former days, to be adequate and sufficient today. Yet while administration advances have been made in many directions, there are still several fundamental and essential principles which have remained practically unchanged, and until the desirability of such change is recognized, much future progress will be retarded.

A few examples will illustrate:

(a) In early days the system necessarily had to be highly centralized. In many respects this centralization is still retained, in direct contrast to the general practice now adopted by the most successful industries and business houses. In British Columbia today the system requires a Government Inspector to report directly upon every teacher in the Province. The report on the Principal of a school is on identically the same form as that used for his assistants. There is no provision for a report on a Principal's duties as Principal, but only as a teacher of a division. His school as a unit either for statistics or progress can only be judged by taking the sum total of the individual reports of the whole staff. Furthermore, it is not necessary, as far as regulations go, for an Inspector to notify a principal as to his report on the various members of his staff, although, of course, this may be often done.

Principals are seldom consulted concerning appointments to their staff; they are seldom given opportunity for supervising and assisting the members of their staff; they are, in many cases, not consulted upon the reports of the efficiency of their staff—and yet are held responsible for the success of their school.

Since the inauguration of this centralized system, principals and teachers have advanced their professional efficiency to a great extent, many having specialized in school administration.

Hence it would seem that educational administration might be generally based upon a definite allocation of duties and responsibilities to the various members in the educational service, holding each responsible.

With this general idea as a basis we have collated the following observations and suggestions, and we would respectfully beg to ask the Survey Commissioners to take them into their consideration; believing that the adoption of some such proposals would render our administration system still more efficient, and would give opportunity for the development of initiative leading to continuous progress.

### OBSERVATIONS AND SUGGESTIONS CONCERNING EDUCATIONAL ADMINISTRATION

#### A.—General Principles.

1. The Administration System should be such as would ensure that educational policies, appointments, promotions and dismissals are at all times free from the possibility of political control or influence.

2. The system should be based upon the principle of delegating to each member in the educational service duties, powers and authority, holding each responsible for those under his charge.

The definite allocation of these duties and responsibilities would remove much overlapping, would eliminate sources of friction and grievance, and, by giving scope for initiative and freedom of action, would tend to greater efficiency.

3. Grants made by the Legislature to cover certain educational expenditures should be voted en bloc (i.e., in cases such as the salaries of teachers in assisted schools), leaving it to the Education Department to arrange the expenditure in such manner as will give to the educational system the maximum benefit from such grants.

4. As soon as feasible, candidates for appointment as Provincial Inspector, Municipal Inspector, Supervising Officer, or Principal, should be required to possess, in addition to the qualifications required for ordinary

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teaching appointments, special diplomas issued by the Department of Education, such diplomas being granted only to those who have taken the required special professional training necessary for the successful fulfilment of the duties involved, the training to include adequate practical experience.

The adoption of this principle of delegated responsibilities would require that—

(i) The Provincial Inspectors, in places employing Municipal Inspectors, or supervising principals, should be called upon to make their primary function the inspection of the administration of the local school system, rather than the inspection of all of the individual teachers. They should examine and report upon the work and qualifications of any individual members of the teaching staff whose efficiency is reported by the local authorities as being doubtful or unsatisfactory, and should also find out what has been done to help such teacher to reach a higher standard.

In the case of such individual examinations, the Provincial Inspector should make clear where the fault lies (whether with the teacher, or some previous teacher, or the mental age and educational grounding of the pupils, or the lack of efficient supervision and helpful assistance from those in authority, overcrowding, bad physical conditions, lack of necessary equipment, etc.).

In addition the Inspector should visit the classrooms of—

- (a) Some teachers selected because rated exceptionally high by the local supervising officials.
- (b) A certain number chosen at random.
- (c) Any teachers specially requesting such inspection.

In cases where there is no supervising principal or local Inspector, all teachers should be visited by the Provincial Inspector.

(ii) In relation to his own school, the Principal should be recognized as the administrative official upon whom efficiency most directly depends, and he should be given opportunity for, and be responsible for, supervision of his own school. He should also be consulted in connection with appointments, promotions, transfers or dismissals affecting his staff.

(iii) Considerable improvement in the efficiency of rural schools could be brought about by the adoption of some system of district school supervision (by District Inspectors, or by Supervisors).

5. In connection with the dismissal of teachers, the following would aid considerably in removing the sense of unfairness which is so often a feature of such dismissals:

(a) Any recommendation for dismissal of a teacher should be in writing, and the reasons for such recommendation should be clearly stated, a copy of this recommendation being forwarded to all parties concerned.

(b) Where a recommendation for the dismissal of a Principal is made, it should be based upon the written report of the Provincial Inspector, together with that of the Municipal Inspector where such an official is employed.

(c) That in the case of an assistant teacher it should be based upon the written reports of the Principal, the Municipal Inspector (where such an official is employed), and the Provincial Inspector.

(d) That in all cases, upon receiving a recommendation for the dismissal of a teacher, the School Board shall make enquiries as to whether the teacher

concerned has been given such advice and assistance as his case demanded, and has had ample warning. Before taking action to dismiss a teacher, the Board shall give him an opportunity to defend himself.

We base these recommendations upon recognition of the fact that where a teacher's efficiency is called into question, the ones most competent to judge should be those directly responsible for the supervision of his work.

6. Raising the Standard of Service.—We feel that the standard of service in the teaching profession has a tendency to be lowered by the presence of many who intend to remain in it only for a short period, or to use it as a stepping stone. We feel that the standard can be raised by having greater attention paid to remedying the inadequacy of the terminal salaries and the yearly increases, as those factors do not tend to attract to, or to retain in, the teaching profession many who are likely to prove themselves very efficient and desirable teachers. We feel, also, that it is desirable that School Boards should give some recognition showing their appreciation of the endeavors made by many teachers to give still better service by improving their qualifications while in service. This might be done in connection with salary increases, or by giving preference to such in the matter of promotion.

7. In the Matter of Local Control of the Schools.—We are emphatically of the opinion that the present system of administration by School Boards, elected by the people for the one specific purpose of controlling the educational facilities of the district, is the one most calculated to retain the necessary standard of education, and that any decision to place the school system under the Provincial Government would be a retrograde step.

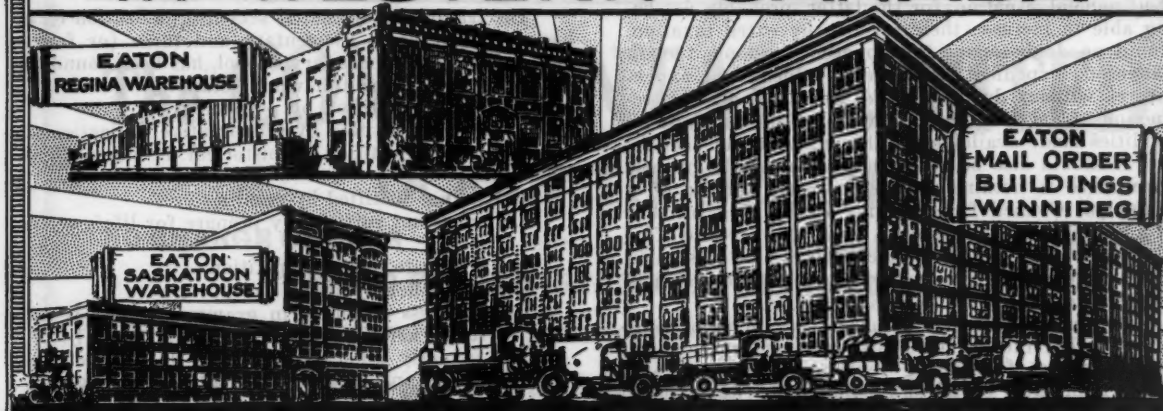
The election of the School Boards gives the people an opportunity to express their will directly upon school issues. This would be impossible if these issues were inseparably connected with other problems or civic or provincial administration, as they would be if the alternatives suggested by those who favor the abolition of School Boards were adopted.

Again, we would point out that there are many men and women, eminently fitted to serve on a body which has local control of the schools, who, because of their great interest in education, have been and are willing to give freely of their time and energy in such service. To such, much credit is due for the high state of efficiency of many of our local school systems. These people, however, in many cases, would not entertain the idea of serving on Municipal Councils, and their removal from the service of education would be a distinct and irreparable loss.

Furthermore, we would submit that education differs vitally from many of the departments now under the control of Municipal Councils, inasmuch as it is a compulsory duty of districts to provide educational facilities for all children of school age (and none would deny the wisdom of such compulsion). In the case of roads, boulevards and such things, the amount of work undertaken can be governed by the amount of money available for such purpose, and there is no undue hardship if some of these activities are curtailed.

It would seem that financial reasons only are responsible for the suggestion of any change in local educational administration, the idea being generally conveyed that School Boards have been guilty of extravagance. We contend that a thorough investigation of the activities of School Boards and Municipal Councils would prove that in general the School

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charged with the control of general civic administration and Municipal Councils would prove that in general the School Boards have in no sense been more extravagant than the Councils, and further, that the mere transfer of the school administration to the Municipal Councils would not provide the best remedy for the financial situation, for the latter, probably not being able to increase their revenue by extra taxation, would no doubt adopt the apparently simple though dangerous expedient of reducing educational expenditures without due regard to the effect of such reductions from the point of view of the educational facilities made available for the pupils in our schools.

It should also be remembered that at the present time there is nothing to prevent any member of a Municipal Council from holding office as a member of a School Board at the same time, if he cares to offer himself for election in both capacities. It is significant, however, that in many cases the electors have not seen fit to elect to the dual positions.

We feel that it would be much wiser to adopt some plan whereby the Provincial Government, whose available resources for raising revenue are greater and wider than those of the Municipal authorities, would assume responsibility for the collection of a greater portion of the total amount necessary for education in British Columbia and, by means of an equalizing fund, distribute it on a basis which would recognize the great variations in the financial and educational conditions of the many Municipalities, and which would to some extent at least tend to equalize the incidence of local taxation.

We would favor making School Boards completely independent of the Municipal Council in the matter of local administration, making them entirely responsible for the raising and expending of local revenue for educational purposes, with the proviso that they should use the same tax-collecting machinery as the Municipal Councils. Such a method would remove the cause of much friction, would add greatly to the importance of the office of School Trustee, and would give much greater scope for effective local administration, while the fact that the members would be elected to deal entirely with school affairs, would give the people full control of the situation.

We are of the opinion that in some of the isolated districts, where it is almost impossible to secure even three persons fitted to control school affairs, that some measure of direct control by the Education Department (who pay the full salaries in the majority of such districts) would be far more satisfactory.

8. In connection with the local administration by School Boards, there is necessity that there should be some supervision by the Provincial Education Department in order that it may be satisfied that the powers, duties and responsibilities delegated to the Boards have been exercised in accordance with the School Law, and in the public interest. Where any violation occurs, the Department itself should assume the responsibility of seeing that the matter is set right, thus relieving any teacher or individual from having to take issue with the Board, either by investigation or in the Courts. Again, School Boards occasionally exercise functions properly appertaining to their executive employees, and, naturally, by so doing create considerable friction.

Concrete examples might be cited as—

- (a) Interference in school grading.
- (b) Visit by members to pronounce definitely upon the efficiency of a teacher.

(c) Interference in school discipline.

These are matters for expert opinion, and it should be made clear that such things are outside the province of School Boards.

#### GENERAL INTRODUCTION TO SCHOOL ORGANIZATION AND CURRICULUM

The traditional system of school organization on a basis of eight years Elementary and three (or four) years of High, or Secondary School, has been found to be ineffective in the following details:

1. It is not justified by psychology.
2. It is not justified by Comparative Education.
3. It is not justified by historical development of Education.
4. It is not justified by results.
5. It does not sufficiently prepare for life's activities.

- (a) Owing to endless repetition.
- (b) Too much symbolic work.
- (c) Progress of pupils in grammar grades is not so marked as in other periods of school life.
- (d) In early adolescence pupils do not get the needed influence of teachers of both sexes.
- (e) Elementary and often childish methods are continued too long and too suddenly changed.
6. The 8-4 organization fails to sufficiently bridge the gap between Elementary and High School.
7. It causes elimination and fails to retain the pupils.
8. It does not make adequate provision for personal guidance.

9. At the end of the Elementary School period there are three classes of pupils on hand:

- (a) Those who can and will continue.
- (b) Those who intend to leave school.
- (c) Those who are uncertain what to do.

The Junior High School, or the Intermediate School as it has been called, has been in operation a sufficient length of time as a part of a system made up as follows:

- (a) Six years' Elementary School.
- (b) Three years' Intermediate School: made up of Grades 7 and 8 of the traditional Elementary School, and Grade 1, or Grade 9, of the High School—or 6-3-3 plan as it is commonly designated:

To demonstrate its functions.

1. To retain or hold the pupils longer in school.
2. To attract pupils to school who had formerly been lost to the system, and to show a higher attendance, thus demonstrating its holding power.
3. To increase the number of promotions owing to promotion by subject.
4. To show a greatly increased interest in school activities.
5. To provide for greater economy in school time.
6. To provide more effectually for individual differences in pupils.
7. To provide means for exploration and guidance.
8. To provide pre-vocational training for pupils who are looking forward to a vocational career.
9. To provide departmentalization at the proper time in a pupil's school career.
10. To provide a more suitable school equipment and better teaching conditions.

Therefore, we would respectfully suggest that provision be made for the incorporation of the Junior High School in our system of education, and that the School Act be enlarged so as to permit School Boards to provide for the adoption of the system.



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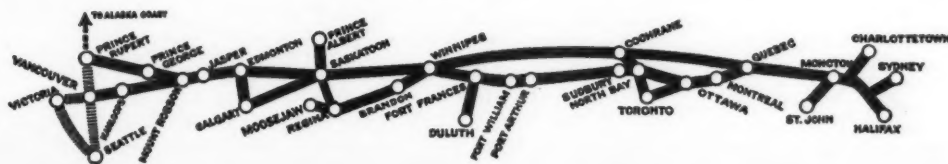
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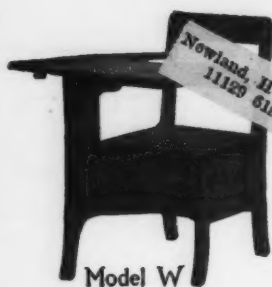
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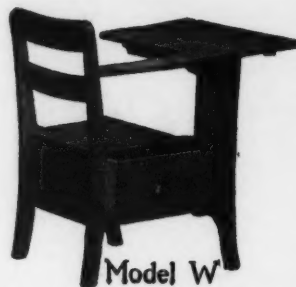
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